

A photograph of four men participating in a community garden project. They are working in a raised garden bed filled with various potted plants, including succulents and flowering plants. One man in a yellow shirt stands in the background holding a small plant. Another man in a white shirt is bent over, planting in the bed. A third man in a white shirt is on the right, also working with the plants. A fourth man is partially visible on the left. The garden bed is made of wooden planks and is situated against a brick wall covered in graffiti. The scene is outdoors with trees and foliage in the background.

# Capital Clean-Up Campaign Community Toolkit



# Contents

## Chapters

- 1. Community Engagement and Volunteer Recruitment..... 3
- 2. Project Planning and Management ..... 4
- 3. Project Evaluation..... 5
- 4. Health and Safety ..... 6
- 5. Educational Resources and Workshops ..... 7
- 6. Media ..... 8
- 7. Funding and Support..... 9
- 8. School Projects ..... 11

## Appendix

- a. Pilot Project Overview ..... 13
- b. Gantt Chart ..... 16

# Capital Clean-Up Campaign Community Toolkit

The community toolkit has been produced from experiences gained at three pilot sites across London (see appendix 1). In addition to benefiting London’s environment, the pilot projects proved to enhance community cohesion and reduce anti-social behavior including littering, dumping, and graffiti.

The toolkit and accompanying case study have been created to assist community groups in improving their local environment by taking ‘ownership’ and transforming unused urban spaces.



*The document has been designed for use as an electronic publication. Please only print where absolutely necessary*

# 1 Community Engagement and Volunteer Recruitment

Effective community engagement and volunteer recruitment takes time and effort, but it is worth the investment as it lays the foundation for successful projects. Before starting the actual engagement it is really helpful to make an engagement plan.

Engagement planning involves looking at questions, such as:

- Who are we trying to engage? This could be particular groups (e.g. older people or young people) or people with particular skills (e.g. gardening or carpentry skills. Look at all the aspects of the project and identify what all the potential roles might be. This will help you to define who you are trying to engage to support your project.
- What is the opportunity/benefit for them? It is very important to be aware of why someone would want to support your project. In this way you can focus your engagement conversations. For example, with a local business the benefit to them might be good publicity; for a older person the benefit might be contributing to their community and being healthy.
- What methods will we use to engage people? There are many ways of engaging people for projects including posters, adverts and other written material; websites where volunteers

can be recruited and visiting your local volunteer bureau; holding meetings; door-knocking; or speaking to people in the local area.

It can be beneficial to identify a small group of volunteers who are willing to lead the project with opportunities for others to provide feedback and input as the project develops.

People are motivated to volunteer for a wide variety of reasons, and they get lots of benefit from it. Key motivators and benefits include:

- Wanting to make a difference
- Learning and developing new skills
- Meeting new people
- Making connections that can help in employment
- Health – both physical and mental
- Increasing self-confidence
- Getting to know people in the community
- Being a part of something positive

All projects are different and this will impact on the number of volunteers you will need to be successful. It is good to be as inclusive as is practical so as to give as the widest opportunity for potential volunteers. Projects that bring people together for shared activity have been shown to help increase community cohesion.

There are several free networks where volunteers can be recruited from, including:

## **Project Dirt**

[www.projectdirt.com](http://www.projectdirt.com)

## **Environment Job**

[www.environmentjob.co.uk](http://www.environmentjob.co.uk)

## **Greater London Volunteering**

[www.greaterlondonvolunteering.org.uk](http://www.greaterlondonvolunteering.org.uk)

## **Do-It**

[www.do-it.org.uk](http://www.do-it.org.uk)

**Local schools, businesses, community centres, and libraries**

## **Setting Up a Community Group**

You may well need to set up a community group if you want to be able to apply for funding. There are a variety of types of organisations you could set up ranging from an unincorporated association to a charity, a social enterprise to a community interest company. It is worth doing some research and getting advice, if you can, on which organisation structure would be most suitable for you.

# 2

## Project Planning and Management

### Project Vision

Before commencing your project, it is important to define the focus of your project and what you intend it to achieve. This should be discussed with others involved in the project to gain their feedback. A project vision allows the identification of project inputs, outputs and outcomes all of which are important elements for project monitoring and evaluation:

- ▶ Inputs - the resources you put into the project to achieve its outputs, e.g. time, money, and materials.
- ▶ Outputs - the products and services that your project will deliver, e.g. events and training courses.
- ▶ Outcomes - the changes or effects that occur as a result of the outputs. Outcomes can be short-term, e.g. visitors learn more about biodiversity, or long-term, e.g. local biodiversity increases.

### Timescales

Projects can be broken down into four stages;

- Planning
- Piloting
- Delivery/implementation
- Monitoring/evaluation

Before the project is fully implemented it is important to pilot part of the project. This will allow you to identify any unforeseen problems and adapt project plans accordingly. When planning your project be prepared for it not to go fully to plan! It is important to continually monitor your project's progress, and have an alternative or contingency plan. Accept new ideas or advice from project partners and/or volunteers, whilst being open to any criticism. From the beginning create shared understanding and ground rules with project partners, and communicate problems and solutions to everyone relevant or that may be affected.

Gantt charts are a great tool in project planning helping to identify key tasks that need to be completed and in what order (see appendix 2). For each task, consider who is involved, what resources are needed and how long it will take. It is useful to recognise project milestones, e.g. delivery of gardening tools, to ensure progress of your project.







# 3 Project Evaluation

Project monitoring and evaluation allows project stakeholders to assess whether the aims of the project were achieved and identify what can be improved on in future project activities. Additionally, project evaluation helps to clarify project objectives, identify audiences, attract funding, and demonstrate successes by highlighting good practice.

## Evaluation can be categorised as:

1. **Process evaluation:** The project's approach and implementation
  - What worked?
  - What would you do differently?
2. **Outcome evaluation:** Did the project make a difference?

Whilst it is beneficial to be ambitious, it is also important that 2-3 realistic key outcomes are identified. Consider the evidence you need to collect to demonstrate how your project has succeeded, and specify how success will be measured clearly enough to recognise progress towards your goals.

Projects involving wildlife gardening should involve a basic biodiversity assessment, recording the number and type of species before and after the project taking into account seasonal variations.

## Surveys

Surveys, both qualitative and quantitative, are a useful method to evaluate your project. Surveys can assess the impact of the project on the local environment plus measure the knowledge or skills gained by project volunteers through their involvement. Surveys can be carried out before and after project implementation, and repeated periodically (i.e. every year).

## Survey methodology considerations include:

- **Sample Size:** A representative sample size of the local community members involved in the project. Several locations should be identified to encounter respondents, so that results are not biased to any particular social, cultural or age group.
- **Questionnaire Design:** A trial allows the identification at an early stage of any issues that needed to be resolved in the recording of information. Do not use any language, which may not be clear or require specialist knowledge.
- **Permission and Survey Locations:** Where applicable, permission must be obtained to carry out surveys on private premises (e.g. libraries).



# 4

## Health and Safety

To ensure the safety of project volunteers and the public it is essential that risks are minimised. All project volunteers must be made aware of possible dangers associated with the project, identified using a project method statement and risk assessment.

When project activities are being carried out, it is recommended that a qualified first aider is present and protective clothing is provided.

### Risk Assessment

Please take a look at London 2012 Changing Places toolkit (<http://www.london2012.com/documents/locog-publications/changing-places-toolkit.pdf>) providing guidance on health and safety considerations including risk assessments, activity supervision, and first aid.

### Public Liability Insurance

BTCV (British Trust for Conservation Volunteers) provides group insurance covering a wide range of groups carrying out environmental conservation activities. Additional insurance can also be obtained for project tools. Insurance includes a community network joining fee, which entitles groups to advice, discounted tools and newsletters. Please visit <http://www2.btcv.org.uk/display/groupinsurance>

If the project is located on private grounds (e.g. school grounds) it is always worth enquiring with the landowner/site user beforehand to see if their public liability insurance will cover your project activity. Additionally, your local authority may be able to provide insurance depending on the project location.

# 5

## Educational Resources and Workshops

Skills-based training is an important element for the correct implementation of a project, ensure project momentum and the long-term maintenance of a project.

Training, through courses and workshops, also allows project volunteers to develop new skills which they would not otherwise have the opportunity to learn elsewhere. Training can focus on a range of topics relevant to your project including community leadership, climate change, biodiversity and food growing.

Many online resources are completely free, providing detailed information and guidance. However, it is recommended that these are complemented with practical training, where necessary. Here are some recommended workshops and resources:

Free Educational Resources & Materials	Topic Area
<a href="#"><u>Capital Growth</u></a>	Food growing: various links and guidance (upon application)
<a href="#"><u>Garden Organic</u></a>	Organic food growing
<a href="#"><u>Green Space</u></a>	Toolkits including budget management and survey design
<a href="#"><u>London Wildlife Trust</u></a>	Mini-guides: food growing, wildlife gardening, biodiversity
<a href="#"><u>Natural England</u></a> <a href="#"><u>The Big Wildlife Garden</u></a>	Wildlife gardening and biodiversity
<a href="#"><u>River Care</u></a>	Volunteer handbook: litter clean-up event management
<a href="#"><u>RSPB</u></a> <a href="#"><u>Homes for Wildlife</u></a>	Wildlife gardening
<a href="#"><u>Soil Association</u></a>	Organic food growing
Training & Educational Workshops	Topic Area
<a href="#"><u>British Trust for Conservation Volunteers (BTCV)</u></a>	Wildlife gardening and design, publicity and fundraising, ponds
<a href="#"><u>Chelsea Physic Garden</u></a>	Food growing, gardening, wildlife and biodiversity
<a href="#"><u>The Kaizen Partnership</u></a>	Youth & community engagement, empowerment and leadership
<a href="#"><u>London Wildlife Trust</u></a>	Wildlife and biodiversity
<a href="#"><u>Talk Action</u></a>	Community engagement and climate change



# 6 Media

Local newspapers are always interested in positive stories within their community. It is worth contacting them before project commencement and mid-way. You may wish to consider distributing your own press stories and photos amongst local networks and magazines. Your local authority's media team can additionally assist in communication efforts.





# 7 Funding and Support

Funding is essential for a project's sustainability and successful implementation. Project funding can be used for:

- project materials and equipment
- educational workshops and skills-based training

## In Kind Support

Don't spend all your time chasing money. Remember not to forget the importance in-kind support (e.g. tool and equipment donations) from project partners and volunteers, or their contacts. It is amazing how much advice or support can be provided with no charge. It is always worthwhile discovering what skills project volunteers have, utilising their possible experience in areas such as art and construction, gardening or fundraising.

By using local partnerships, local authorities and other organisations you'll gain access to resources that you might not otherwise. Working to similar objectives as your project partners further enhances the ability to make changes and a common goal more easily achievable.

## Grants

Community groups should consider the time it takes to receive confirmation of any funds, in some cases taking up to 6 months from the time of application. The majority of grant applications are not successful due to oversubscription and/or applicants not following the application guidelines correctly. It is worth applying to several funding sources and taking the time to read the instructions correctly. Be aware that on the successful receipt of funds, reporting is often required to provide feedback on the project's progression and how funds are being spent.

Additional funding for your community project can be potentially sourced from the following recommended links:

Community Project Funding	Focus Area
<a href="#"><u>Awards for All</u></a>	Various
<a href="#"><u>Biffaward</u></a>	Various
<a href="#"><u>Capital Growth</u></a>	Food growing (London only)
<a href="#"><u>Changing Places Community Fund</u></a>	Various (2012 Olympic host boroughs)
<a href="#"><u>Community Development Foundation</u></a>	Various
<a href="#"><u>Community Spaces</u></a>	Various
<a href="#"><u>Co-operative Community Fund</u></a>	Various
<a href="#"><u>Entrust Landfill Communities Fund</u></a>	Various
<a href="#"><u>Federation of City Farms &amp; Community Gardens</u></a>	Various
<a href="#"><u>Local Food Grants</u></a>	Food growing
<a href="#"><u>02 Think Big</u></a>	Youth
<a href="#"><u>Princes Trust</u></a>	Youth
<a href="#"><u>The Tree Council</u></a>	Tree planting
<a href="#"><u>Tree for Cities</u></a>	Tree planting
<a href="#"><u>Veolia Environmental Trust</u></a>	Various

## Commercial support

It is worthwhile engaging with local businesses, inviting their support or voluntary involvement. Funds obtained from commercial sponsors or supporters can often be more efficient and less time consuming than grant applications. However, it is good to be clear about why you are engaging with a local business.

Approach several companies who you think would share your project's vision. Often, commercial businesses are keen to support local community projects especially if they benefit from the project's outcomes or receive positive media attention. Media and publicity coverage should be emphasised to encourage their involvement. T-shirts or newsletter adverts could be a few areas where advertisements could be included. Importantly, make sure you understand each other's priorities and mutual interests. Ensuring good communication with commercial project partners is essential for a trustful relationship and fulfillment of commitments.

## Local authorities

Local authorities can provide great support logistically and financially, and it is always worth discussing the project with relevant officer (e.g. housing officer, biodiversity officer, community officer). It is important to link your project to your local authority's sustainability policies and targets - your project can significantly contribute towards delivering your local authority's environmental sustainability commitments and community strategy. Sustainability plans outline key actions and measures of success for a range of topics including climate change, community leadership and engagement, energy, waste, water, biodiversity and green spaces, and food. Any project enhancing biodiversity should link to the local biodiversity action plan to ensure local priorities are considered.





# 8

## School Projects

Schools grounds offer excellent opportunities for stimulating both formal and informal learning and development, supported by the Learning Outside the Classroom Manifesto, <http://www.lotc.org.uk/>

### Benefits

- A great opportunity to engage and involve parents and the community in school based projects.
- Positive team building events with staff team (e.g. after school-work party).
- Raises awareness of outdoor learning and encourages teachers to use the space in creative ways.

### Considerations

Ensure a clear plan is in place from the beginning and that the layout of the garden is agreed at an early stage. When planning your project take into account school holiday periods, during most of which maintenance of the project site is limited. Student parents and school employees outside of the classroom should be invited to get involved in the project, drawing on everyone's strengths and expertise (e.g. planting).

### Child Safety

All community members and parents invited to participate in a school project must be CRB checked, <http://www.crb.homeoffice.gov.uk/>

### Tools and Equipment

Schools can obtain project equipment and tools from GLS Education Supplies, [www.glsed.co.uk](http://www.glsed.co.uk)

### Activities

A practical project provides a platform for teaching collaboration between different departments. Work with the school council to make decisions about how every class can be involved in the project. Plants Cafe <http://www.plantscafe.net/> provides teaching resources and activities incorporating art, food growing, conservation, and science. Possible activities with students include:

- Assemblies
- Fancy dress
- Establishing a student gardening club
- Role play
- Outdoor learning
- Understanding mini-beasts
- Lifecycles



## Resources (in addition to section 5):

The London Wildlife Trust Green Schools Pack, <http://www.leef.org.uk/resource-directory/entry/lwt-green-schools-pack/>, is a highly recommended primary curriculum-based pack about using outdoor space, including training and INSET sessions. There are a handful of additional school-specific resources providing guidance on incorporating the curriculum, lesson plans, and recommendations on funding and training:

### Learning through Landscapes:

<http://www.ltl.org.uk/>

### Gardening with Children:

<http://www.gardeningwithchildren.co.uk/>

### Growing Schools:

<http://www.growingschools.org.uk/>

### Royal Horticultural Society:

<http://apps.rhs.org.uk/Schoolgardening>

### LEEF:

<http://www.leef.org.uk/>

### Secret Seed Society:

<http://www.secretseedsociety.com/>

## Beyond the Project

Many school projects provide a catalyst in encouraging the school to improve their environmental sustainability across its departments and grounds. In addition to the school's commitment to the project, they can be encouraged to commit to the following initiatives:

### Eco-Schools Programme:

<http://www.eco-schools.org.uk/>

An international programme coordinated by Keep Britain Tidy, encouraging environmental sustainability providing training, awards and resources. The programme focuses on nine areas including water, energy, global perspectives, healthy living, litter, school grounds, transport, and waste.

### Food for Life Partnership:

<http://foodforlife.org.uk>

Assist schools and communities access to local and organic food, learning skills needed for growing and cooking food and encouraging children to explore the impact of food on their health and the environment.

### Sustainability and Environmental Education:

<http://www.se-ed.org.uk/>

Promotes, enables and supports environmental education and education for sustainable development.



Special thanks to all the project partners involved in the delivery of the pilot projects and their contribution to the community toolkit, in particular:

Capital Clean-Up Campaign Partnership, City Bridge House Trust, The Co-Operative Membership, The Kaizen Partnership, Middle Row Primary School, Rosemary Works Community Association (RoWCA) and Global Generation.



# Appendix A:

## Pilot Project Overview

### Site 1:

Community Flower & Wildlife Garden, Regents Canal, Hackney

#### Overview:

Planting of a community flower garden along an unused stretch of a public canal walkway, improving local environmental quality and encourage biodiversity.

#### Project Partners:

Rosemary Works Community Association (RoWCA)  
British Waterways  
London Borough of Hackney Council

#### Project Support:

Co-Operative Food Store  
The Kaizen Partnership  
Chelsea Physic Garden

#### Funders:

City Bridge House Trust/Capital Clean-Up  
Campaign Partnership  
02 Community Fund



## Site 2:

Community Allotments,  
Medway Court Estate, Camden

### Overview:

A green estate model: convert and develop unused housing estate areas into community and resident food growing allotments.

### Project Partners:

Global Generation  
1KX Community Centre  
London Borough of Camden Council  
Medway Court Housing Estate

### Project Support:

Fiskars Orange Thumb

### Funders:

City Bridge House Trust/Capital Clean-Up  
Campaign Partnership  
Capital Growth  
Co-Operative Membership Group  
Co-Operative Community Fund





## Site 3:

School Wildlife and Food Growing Garden, Middle Row Primary School, Kensington & Chelsea

### Overview:

A green school model: Planting of a food growing and wildlife garden on school premises, used as an outdoor classroom for school pupils.

### Project Partners:

Middle Row Primary School  
Middle Row Gardening Club

### Project Support:

Chelsea Physic Garden  
Holland Park Ecology Centre (Royal Borough of Kensington and Chelsea)  
RHS Gardening for Schools  
Meanwhile Gardens

### Funders:

City Bridge House Trust/Capital Clean-Up Partnership  
Capital Growth



## Gantt Chart Example

## Capital Clean-Up Campaign Community Toolkit